

Instructor: Benjie Nycum

Teaching Assistant: Jamie Spidell

Instructor Contact Details

- Cell#: 902-476-8139 email: bnycum@nycum.com
- No set office hours, but meetings can be scheduled using the contact info above (email preferred)
- Class time 2:00-5:00 (dates as indicated below)
- Classroom: B308 (B Building) with B015 (Medjuck Building) as a backup)
- Brightspace <https://dal.brightspace.com/d2l/home/330919>

Class and Assignment Schedule and Map

PLEASE NOTE THAT **MONDAY MAY 13** THERE WILL BE NON-MANDATORY WORK TERM PORTFOLIO/COVER LETTER/ RESUME REVIEW SESSIONS. DETAILS FOR HOW TO SIGN UP FOR A SESSION WILL FOLLOW ON MAY 6.

	May 6 MONDAY	May 23 THURSDAY	June 3 MONDAY	June 10 MONDAY	June 17 NOT A CLASS
<p>Preparation activities</p> <p>Do these activities before the date shown</p>	<p>Review the Outline</p> <p>Form Groups of 5 students for the assignments</p> <p>Complete the Survey (Brightspace)</p>	<p>Complete Assignment #1 and submit</p>	<p>Complete Assignment #2 and submit</p> <p>Review Systemic Racism Toolkit</p>	<p>Complete Assignment #3 and submit</p>	<p>Complete Resistance as Practice Evaluation 1 pt</p> <p>Complete Continuous Quality Improvement Evaluation</p>
<p>In Class (2-5pm)</p>	<p>Lecture 1</p> <p>1a Background</p> <p>1b The Architect in Practice</p>	<p>Lecture 2</p> <p>2a Typical Architectural Services</p> <p>2b The Life of a Project</p> <p>2c Making Money</p>	<p>Lecture 3</p> <p>3a Marketing</p> <p>3b Typical Project Delivery</p> <p>3c Becoming an Architect</p> <p>Systemic Racism Toolkit</p>	<p>Resistance as Practice (RaP) – Session on Intersections of Racism and Architecture</p>	<p>SLEQ (Student Learning Evaluation Questionnaire)</p>
<p>Assignments and Due Dates (2pm, via email to bnycum@nycum.com)</p>		<p>Assignment 1 (The Practice) 15 pts</p>	<p>Assignment 2 (Work Planning) 20 pts</p>	<p>Assignment 3 (The Proposal) 63 pts</p>	<p>Resistance as Practice Evaluation 1 pt</p> <p>Continuous Quality Improvement Evaluation 1 pt</p>

Calendar description

This course introduces contemporary office practices and project delivery, including marketing, contracts, project phases and contract administration. The course also introduces issues related to the co-op work term, including job placement and the role of the student in a professional office.

Rationale

In order to practice architecture, an understanding of the fundamentals of professionalism and the *business* of architecture are required. The principles of business and professionalism of the practice of architecture are learned through one's career as a continuous evolution of practice knowledge. A high concentration of this learning is done during internship after graduation and prior to architectural registration. Co-Op Work Term during school years offers opportunities for exposure to these principles. This course lays the groundwork for this career-long learning as well as the first Co-Op Work Term by engaging students in a broad spectrum of common architectural practice principles, methods and techniques. This is expected to provide a baseline understanding of architectural practice to both apply and question throughout one's career.

Learning Objectives

1. Understand the basic principles of the architectural profession, including business and professional aspects.
2. Understand fundamentals of architectural practice by way of the instructor's personal experience as well as others (guests).
3. Understand architectural education in the context of the future of architectural practice.
4. Understand what to expect during the upcoming work term experience and be knowledgeable about what employers expect.

Assignments

- Group Assignments are done in pre-selected groups of 5 (or 4 or 6 if numbers require).
- Each member of the group receives the same grade for group assignments (with exception of Assignment #1 which has an individual component).
- Refer to lectures for reference. Lecture slides will be distributed via email after each class.
- Specific details on assignment assessment/evaluation method will be provided in individual assignment handouts. Unless noted on the assignment, the approach to assignment assessment/evaluation will be based on:
 1. Completeness and thoroughness of the response to the assignment question;
 2. Clarity and professionalism of presentation; and
 3. Evidence of understanding through the application of principles discussed in class. .
- Refer to "Due Dates and Late Submissions" for information on late assignments.
- Assignments will be graded by the Instructor with comments where applicable.
- Expected hours outside class time between each class: 3
- Submissions will be in the form of digital (.pdf) documents emailed to the instructor. Format as indicated in each assignment.
- Please note: Instructors cannot permit a student to do supplementary work to raise a grade for an assignment or a course.

Due Dates and Late Submissions

Deductions for late submissions encourage time management and maintain fairness among students.

	Due date	Is a late assignment accepted?	Deduction per weekday*	Final deadline for a late submission	What happens after late submission deadline date
Assignment 1	May 23, 2pm	yes	3%	June 23	receives 0%
Assignment 2	June 3, 2pm	yes	3%	June 23	receives 0%
Assignment 3	June 10, 2pm	yes	3%	June 23	receives 0%

* For example, if an assignment is evaluated at 7.5/10 before applying a 3%-per-weekday deduction, it would receive 7.2/10 for being 1–24 hours late; 6.9/10 for 25–48 hours late; etc. Numbers will be rounded up to if 5 or higher and down if 4 or lower.

Note: The following University or School policies take precedence over course-specific policies:

- With a Student Declaration of Absence (maximum two per course) submitted **prior to the assignment deadline**, an assignment may be submitted up to three weekdays late without penalty.
- With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.
- A student with an accessibility plan that allows for deadline extensions does not need to submit an SDA.

Grade Scale and Definitions

Grade	Grade Point Value	%	Definition
A+	4.30	90-100	Excellent. Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89	
A-	3.70	80-84	
B+	3.30	77-79	Good. Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76	
B-	2.70	70-72	
C+	2.30	65-69	Satisfactory. Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64	
C-	1.70	55-59	
D	1.00	50-54	Marginal Pass. Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
F	0.00	0-49	Inadequate. Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete
W			Neutral and no credit obtained Withdrew after deadline
ILL			Neutral and no credit obtained Compassionate reasons, illness

Work Term Preparation Session

A non-mandatory class has been designated to review resumes, cover letters and portfolios in preparation for Work Term. Materials will be presented to session hosts and peers. While not mandatory, if students do attend, they are required to attend for the duration of the session. DATE: May 13.

Sources

- For citing sources, please use Chicago author-date style. see tinyurl.com/dal-arch-writing
- Plagiarism detection software will not be used.
- To avoid the risk of plagiarism, including self-plagiarism, please refer to the university's regulations: tinyurl.com/dal-academic-integrity
- CHAT GPT and other AI software is discouraged for the basic reason that it makes for unpleasant reading. If this is something you are considering, please reach out to the instructor to discuss the approach.

University Statements

Territorial Acknowledgement

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and oriented toward solving problems that extend across national borders."

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

- <https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>
- https://www.dal.ca/dept/university_secretariat/university_senate.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
 - https://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
 - https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
 - https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
 - https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
 - https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program
 - <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- Academic Support - Advising https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
 - https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre
 - https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
 - https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre and Indigenous Connection
 - https://www.dal.ca/campus_life/communities/indigenous.html
 - <https://www.dal.ca/about-dal/indigenous-connection.html>
- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre
 - https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre
 - https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre
 - <https://southhousehalifax.org/about-us>
- LGBTQ2SIA+ Collaborative
 - <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries
 - <https://libraries.dal.ca/>
- Copyright Office
 - <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Service (DSAS)
 - <https://www.dsu.ca/dsas>
- Dalhousie Ombudsperson
 - https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights & Equity Services
 - <https://www.dal.ca/dept/vpei.html>
- Writing Centre
 - https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring
 - https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Faculty of Architecture and Planning: Work Safety
 - <https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>

Faculty Policy: Equity, Diversity, and Inclusion

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

Tutoring and Academic Support

Dalhousie academic tutoring and support - https://www.dal.ca/campus_life/academic-support.html

Suggested References:

Architecture Canada (Royal Architectural Institute of Canada) www.raic.org
Canadian Handbook of Practice (free online version at RAIC website) <https://chop.raic.ca>
Nova Scotia Association of Architects www.nsaa.ns.ca
Life of an Architect - Blog by Bob Borson <http://www.lifeofanarchitect.com/tag/bob-borson>
Young Architect Guide - Series of blogs on Architizer.com
DMC 2022 Architecture & Design Salary Survey (will be posted on Brightspace)

Anticipated Student Expenses

No expenses are anticipated. Students must have the hardware, software, and internet capability needed to complete assignments. (WORD, EXCEL, InDESIGN)

Overview of Lessons and Assignments (term points/100 in red)

Survey	Complete "Interest and Insights Survey" (on Brightspace)
Lecture 1:	1a Background 1b The Architect in Practice
Assignment 1:	Individual (Role Profiles) & Group (Firm profile and Org Chart) Assignment: The Practice (15 pts)
Lecture 2:	2a Typical Architectural Services 2b The Life of a Project 2c Making Money
Assignment 2:	Group Assignment: Work Planning (20 pts)
Lecture 3:	3a Marketing 3b Typical Project Delivery 3c Becoming an Architect
Assignment 3:	Group Assignment: The Proposal (63 pts)
Resistance as Practice:	Facilitated Session Feedback of RaP Session (2 pts)
Course CQI Survey:	Complete evaluation at end of course